



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

360 S Patagonia Street, Benson, AZ 85602

Benson Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Jomel Jansson
Schedule : 07:30 AM to 04:00 PM
Grades : 5-8
Web Address : www.bensonsd.k12.az.us
Phone Number : (520) 586-2213
Fax Number : (520) 586-2305
E-mail : jjansson@bensonsd.k12.az.us

Mission

Our Mission: The Benson Public School System is a learning community that will effectively use our resources to provide a quality system of curriculum, instruction and assessment that ensures avenues of success for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Benson Middle School students will strengthen achievement in mathematics as measured by the AIMS DPA, district performance assessments and classroom assessments(multimeasures of assessment).
- ü The students will strengthen achievement in reading/writing, speaking and listening (Literacy) as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).

Enrollment

October 1, 2005 School Year Student Enrollment : 302
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- Ü Literacy Immersion
- Ü Mathematical Thinking/Skills
- Ü Six Trait Writing
- Ü Emphasis on Social Skill Development
- Ü Science as Inquiry

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Benson Schools provide a quality education with effective instruction with a focus on high academic standards. The school is responsible for setting goals and expectations for students and distributing handbooks and instructional materials. Our school supports a safe learning environment through counseling, a SRO and a JPO. We support parent involvement through a variety of communication efforts.

Parents

The parents' responsibilities to the school include providing for regular pupil attendance, appropriate nutrition and attire for the students. The parent is also responsible for providing homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes and maintaining contact with the school and the teacher.

Transportation Policy

The Benson Unified School District provides transportation for all students who live within the district boundaries and at least 1.1 miles from the school site.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü School Safety Grant	2003
Ü DARE Officer of the Year	2003
Ü Arizona's Small & Rural School's Teacher of the Year	2001
Ü Who's Who Among America's Teachers	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79306	100	100	99	513	513	504	10	10	13	16	16	20	48	48	49	26	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38845	100	100	99	510	510	505	6	6	11	17	17	20	56	56	50	22	22	18
Male	44	44	40383	100	100	98	515	515	504	14	14	14	16	16	19	41	41	47	30	30	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	17	17	32673	100	100	99	516	516	487	6	6	18	12	12	25	59	59	46	24	24	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	58	58	36234	100	100	99	514	514	523	12	12	6	14	14	13	47	47	52	28	28	28
Students with Disabilities	14	14	10286	100	100	91	453	453	462	43	43	41	36	36	27	21	21	27	NA	NA	5
Students without Disabilities	66	66	69020	100	100	100	526	526	510	3	3	9	12	12	18	53	53	52	32	32	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	40	37437	100	100	97	502	502	486	13	13	19	23	23	26	48	48	46	18	18	9
Non-Economically Disadvantaged	40	40	41869	100	100	100	523	523	521	8	8	7	10	10	14	48	48	51	35	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79000	100	100	98	488	488	489	6	6	10	25	25	24	61	61	58	8	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38774	100	100	99	493	493	494	6	6	7	19	19	22	69	69	61	6	6	10
Male	44	44	40150	100	100	98	483	483	485	7	7	12	30	30	25	55	55	55	9	9	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	17	17	32508	100	100	98	484	484	472	NA	NA	15	41	41	33	59	59	49	NA	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	58	58	36135	100	100	98	490	490	508	9	9	4	17	17	14	64	64	67	10	10	15
Students with Disabilities	14	14	9991	100	100	88	447	447	449	29	29	33	50	50	36	21	21	29	NA	NA	2
Students without Disabilities	66	66	69009	100	100	100	496	496	495	2	2	6	20	20	22	70	70	62	9	9	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	40	37234	100	100	97	476	476	472	10	10	15	30	30	33	58	58	50	3	3	3
Non-Economically Disadvantaged	40	40	41766	100	100	99	499	499	505	3	3	5	20	20	16	65	65	65	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	79611	100	100	99	481	481	496	10	10	7	36	36	37	54	54	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	39016	100	100	99	495	495	511	8	8	4	22	22	29	69	69	66	NA	NA	1
Male	44	44	40519	100	100	98	469	469	482	11	11	10	48	48	44	41	41	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	17	17	32855	100	100	99	486	486	481	6	6	10	29	29	43	65	65	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	58	58	36380	100	100	99	480	480	511	12	12	4	34	34	30	53	53	65	NA	NA	1
Students with Disabilities	14	14	10664	100	100	94	428	428	440	21	21	23	64	64	54	14	14	22	NA	NA	1
Students without Disabilities	66	66	68947	100	100	100	492	492	504	8	8	4	30	30	34	62	62	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	40	37626	100	100	98	468	468	479	13	13	10	45	45	45	43	43	45	NA	NA	0
Non-Economically Disadvantaged	40	40	41985	100	100	100	494	494	511	8	8	4	28	28	30	65	65	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	79327	100	100	98	524	524	518	11	11	19	29	29	20	41	41	46	20	20	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38961	100	100	98	519	519	520	9	9	16	36	36	20	39	39	48	15	15	16
Male	33	33	40295	100	100	97	529	529	516	12	12	21	21	21	19	42	42	44	24	24	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	10	10	32327	100	100	98	NA	NA	499	NA	NA	27	NA	NA	25	NA	NA	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	50	50	36373	100	100	98	528	528	538	12	12	10	22	22	14	44	44	52	22	22	25
Students with Disabilities	10	10	9321	100	100	87	NA	NA	467	NA	NA	54	NA	NA	22	NA	NA	21	NA	NA	3
Students without Disabilities	56	56	70006	100	100	100	532	532	524	4	4	14	30	30	19	45	45	49	21	21	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	32	32	37097	100	100	97	510	510	498	13	13	27	41	41	25	34	34	41	13	13	7
Non-Economically Disadvantaged	34	34	42230	100	100	99	538	538	535	9	9	11	18	18	15	47	47	50	26	26	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	79501	98	98	98	506	506	497	2	2	10	28	28	25	68	68	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	39062	100	100	99	510	510	502	3	3	8	24	24	23	70	70	64	3	3	5
Male	32	32	40368	97	97	98	503	503	491	NA	NA	13	31	31	27	66	66	57	3	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	10	10	32389	100	100	98	NA	NA	478	NA	NA	16	NA	NA	34	NA	NA	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	49	49	36446	98	98	99	509	509	516	NA	NA	4	29	29	15	67	67	73	4	4	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	56	56	70090	100	100	100	512	512	502	2	2	7	20	20	24	75	75	65	4	4	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	31	31	37183	97	97	97	506	506	479	NA	NA	16	29	29	34	65	65	49	6	6	1
Non-Economically Disadvantaged	34	34	42318	100	100	99	507	507	513	3	3	5	26	26	17	71	71	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	80000	100	100	99	559	559	564	6	6	3	8	8	11	76	76	75	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	39288	100	100	99	579	579	579	3	3	2	3	3	6	82	82	77	12	12	16
Male	33	33	40644	100	100	98	539	539	549	9	9	4	12	12	15	70	70	74	9	9	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	10	10	32672	100	100	99	NA	NA	548	NA	NA	4	NA	NA	14	NA	NA	76	NA	NA	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	50	50	36602	100	100	99	558	558	579	6	6	2	10	10	7	70	70	75	14	14	16
Students with Disabilities	10	10	9919	100	100	93	NA	NA	505	NA	NA	9	NA	NA	35	NA	NA	54	NA	NA	2
Students without Disabilities	56	56	70081	100	100	100	579	579	571	2	2	2	2	2	7	84	84	79	13	13	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	32	32	37534	100	100	98	554	554	547	6	6	4	6	6	15	81	81	76	6	6	5
Non-Economically Disadvantaged	34	34	42466	100	100	100	564	564	578	6	6	2	9	9	7	71	71	75	15	15	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	78	78546	100	100	97	534	534	543	13	13	15	24	24	18	56	56	52	6	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	38645	100	100	98	531	531	545	13	13	13	23	23	18	59	59	54	5	5	15
Male	39	39	39792	100	100	97	537	537	542	13	13	17	26	26	17	54	54	50	8	8	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	63	63	36450	100	100	97	539	539	563	10	10	7	25	25	12	57	57	57	8	8	23
Students with Disabilities	12	12	8093	100	100	82	497	497	489	50	50	50	17	17	24	33	33	23	NA	NA	2
Students without Disabilities	66	66	70453	100	100	100	541	541	549	6	6	11	26	26	17	61	61	56	8	8	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	42	42	34694	100	100	96	523	523	524	14	14	23	29	29	23	57	57	48	NA	NA	7
Non-Economically Disadvantaged	36	36	43852	100	100	99	548	548	559	11	11	10	19	19	13	56	56	56	14	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	78	79045	100	100	98	514	514	512	4	4	10	27	27	25	65	65	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	38860	100	100	98	514	514	519	5	5	7	28	28	22	67	67	62	NA	NA	8
Male	39	39	40075	100	100	97	515	515	505	3	3	12	26	26	28	64	64	54	8	8	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	63	63	36730	100	100	98	518	518	532	3	3	4	25	25	16	67	67	68	5	5	12
Students with Disabilities	12	12	8552	100	100	87	483	483	463	17	17	35	50	50	40	25	25	23	8	8	1
Students without Disabilities	66	66	70493	100	100	100	520	520	517	2	2	7	23	23	24	73	73	62	3	3	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	42	42	34922	100	100	96	502	502	493	5	5	15	33	33	34	60	60	48	2	2	3
Non-Economically Disadvantaged	36	36	44123	100	100	99	529	529	527	3	3	6	19	19	18	72	72	66	6	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	78	79657	100	100	99	553	553	566	8	8	3	1	1	8	91	91	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	39120	100	100	99	574	574	580	3	3	2	NA	NA	4	97	97	92	NA	NA	2
Male	39	39	40423	100	100	98	532	532	553	13	13	5	3	3	12	85	85	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	63	63	36929	100	100	99	548	548	579	10	10	2	NA	NA	5	90	90	91	NA	NA	2
Students with Disabilities	12	12	9069	100	100	92	527	527	508	8	8	11	8	8	30	83	83	58	NA	NA	1
Students without Disabilities	66	66	70588	100	100	100	558	558	573	8	8	2	NA	NA	5	92	92	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	42	42	35341	100	100	97	544	544	551	10	10	5	2	2	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	36	36	44316	100	100	100	563	563	578	6	6	2	NA	NA	5	94	94	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	78400	100	100	97	540	540	554	26	26	21	23	23	19	48	48	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	38686	100	100	98	546	546	554	14	14	20	30	30	20	51	51	49	5	5	12
Male	47	47	39636	100	100	96	534	534	554	36	36	23	17	17	18	45	45	46	2	2	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	18	18	30732	100	100	97	529	529	534	33	33	31	17	17	24	50	50	40	NA	NA	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	69	69	37038	100	100	97	542	542	575	23	23	11	26	26	14	46	46	56	4	4	19
Students with Disabilities	17	17	7840	100	100	81	492	492	498	71	71	60	24	24	18	6	6	20	NA	NA	2
Students without Disabilities	73	73	70560	100	100	99	551	551	560	15	15	17	23	23	19	58	58	50	4	4	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	41	41	33014	100	100	95	530	530	534	34	34	31	27	27	24	37	37	40	2	2	5
Non-Economically Disadvantaged	49	49	45386	100	100	99	548	548	569	18	18	15	20	20	15	57	57	52	4	4	18

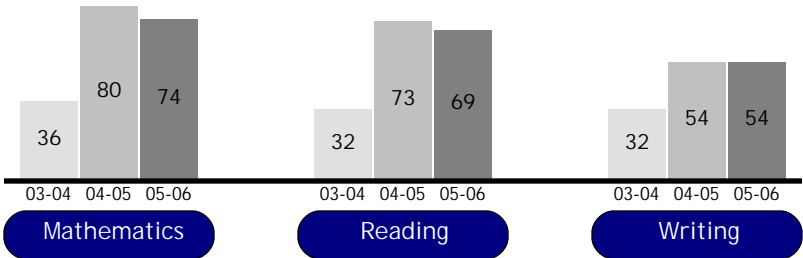
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	79179	100	100	98	514	514	519	7	7	11	33	33	27	58	58	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	38974	100	100	99	520	520	524	2	2	8	40	40	25	53	53	61	5	5	5
Male	47	47	40124	100	100	97	509	509	513	11	11	13	28	28	28	62	62	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	18	18	30987	100	100	98	503	503	498	6	6	17	44	44	36	50	50	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	69	69	37467	100	100	98	518	518	539	6	6	5	30	30	17	61	61	70	3	3	8
Students with Disabilities	17	17	8567	100	100	88	473	473	467	35	35	39	35	35	38	29	29	22	NA	NA	1
Students without Disabilities	73	73	70612	100	100	99	524	524	524	NA	NA	7	33	33	25	64	64	62	3	3	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	41	41	33345	100	100	96	500	500	499	10	10	17	49	49	36	41	41	46	NA	NA	1
Non-Economically Disadvantaged	49	49	45834	100	100	99	526	526	533	4	4	7	20	20	19	71	71	67	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	89	79734	99	99	99	549	549	554	6	6	3	12	12	19	82	82	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	39243	98	98	99	581	581	568	NA	NA	2	2	2	12	98	98	85	NA	NA	1
Male	47	47	40413	100	100	98	521	521	541	11	11	4	21	21	26	68	68	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	18	18	31254	100	100	99	526	526	539	11	11	5	17	17	25	72	72	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	68	68	37668	99	99	99	554	554	569	4	4	1	12	12	13	84	84	85	NA	NA	1
Students with Disabilities	17	17	8943	100	100	92	527	527	495	6	6	11	29	29	51	65	65	38	NA	NA	1
Students without Disabilities	72	72	70791	99	99	100	554	554	561	6	6	2	8	8	15	86	86	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	41	41	33718	100	100	97	545	545	538	5	5	5	12	12	26	83	83	69	NA	NA	0
Non-Economically Disadvantaged	48	48	46016	98	98	100	553	553	567	6	6	2	13	13	14	81	81	84	NA	NA	1

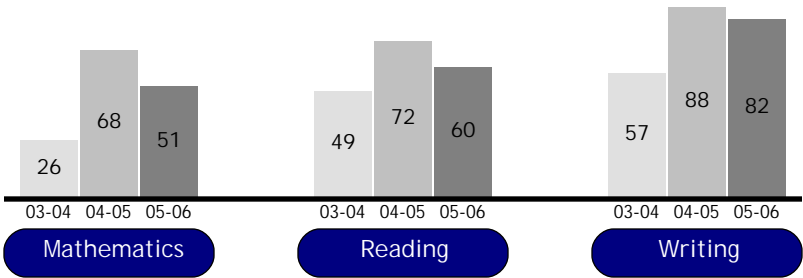
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	95	45	NA	55	100	59	59	50	100	63	63	56
	Language	99	35	35	49	100	49	49	50	100	48	48	54
	Mathematics	97	59	59	63	100	55	55	49	100	56	56	52
6	Reading	100	48	NA	56	100	45	45	51	98	59	59	56
	Language	100	38	38	48	100	38	38	47	100	48	48	50
	Mathematics	99	59	59	66	100	46	46	52	100	58	58	58
7	Reading	100	51	NA	54	100	51	51	50	88	59	59	54
	Language	100	52	52	58	100	53	53	52	88	58	58	58
	Mathematics	100	50	50	62	100	46	46	50	88	54	54	54
8	Reading	100	53	NA	55	99	58	58	51	100	59	59	58
	Language	100	52	52	52	99	56	56	50	100	52	52	56
	Mathematics	100	61	61	61	99	54	54	53	100	50	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 6 Teacher(s)
 5 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Curriculum Development & Implementation
 Ü School Safety Issues
 Ü Communications
 Ü Support Services/Student Intervention
 Ü Parent-Student Relations
 Ü School Improvement (NCLB)

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	1.00	Teacher	21.00
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	2	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	10	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü 30-station Computer Lab	Ü Multipurpose Room
Ü Complete Library	Ü Gymnasium

Extracurricular Activities

Ü PALS/FBLA/Academic Team
 Ü Interscholastic Athletics
 Ü Hands Across the Border Student Exchange
 Ü Band

Social Services

Ü Gifted/ELL
 Ü Counseling Services/Crisis Intervention
 Ü Breakfast and Lunch Programs
 Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment.

- ü Benson Middle School is working towards standards alignment, improved scope and sequence, and adoption and implementation of new curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Benson Schools promotes a safe and orderly climate for learning by rewarding positive behavior. We have programs in place for students who need time to reflect on their choices and decisions.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

48

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jomel Jansson	(520) 586-2213
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Gary Douglas/Sepp Sprietsma	(520) 586-2213
School Nutrition Programs	Cynthia Williams	(520) 586-2213
Parent Organization	Parent Teacher Association	(520) 586-2213
Student Health/Nurse	Pam Roller	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = \$19.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.